

Notice of Funding Opportunity

Application due Monday, August 31, 2026



Family and Youth Services Bureau (FYSB)

Division of Positive Youth Development (DPYD)

Competitive Personal Responsibility Education Program

Opportunity number: HHS-2026-ACF-ACYF-AK-0014



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Before you begin

If you believe you are a good candidate for this funding opportunity, secure your [SAM.gov](#) and [Grants.gov](#) registrations now. If you are already registered, make sure your registrations are active and up to date.

SAM.gov registration (this can take several weeks)

You must have an active account with SAM.gov. This includes having a Unique Entity Identifier (UEI).

[See Step 2: Get Ready to Apply](#)

Grants.gov registration (this can take several days)

You must have an active Grants.gov registration. Doing so requires a Login.gov registration as well.

[See Step 2: Get Ready to Apply](#)

Apply by the application due date

Applications are due by 11:59 p.m. Eastern Time on Monday, August 31, 2026.



To help you find what you need, this NOFO uses internal links. In Adobe Reader, you can go back to where you were by pressing Alt + Left Arrow (Windows) or Command + Left Arrow (Mac) on your keyboard.



Step 1:

Review the Opportunity

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Basic information

Administration for Children and Families (ACF)

Family and Youth Services Bureau (FYSB)

Division of Positive Youth Development (DPYD)

The Competitive Personal Responsibility Education Program (Competitive PREP) funds projects to educate young people on abstinence, contraception, and adulthood preparation subjects (APS).

Summary

The Competitive Personal Responsibility Education Program (Competitive PREP) funds projects to educate youth and young adults on both abstinence and contraception to prevent pregnancy and sexually transmitted infections (STIs), including HIV/AIDS, and promote successful transition of youth to adulthood through education on key subjects. This opportunity supports the development and implementation of such projects in states that did not accept Fiscal Year (FY) 2026 allotments for State PREP. Projects funded under this opportunity educate youth between the ages of 10 and 19 years (and, in the case of pregnant and parenting youth, under the age of 21) on the following topics:

- Abstinence
- Contraception
- At least three of the six Congressionally mandated adulthood preparation subjects

Recipients of grants awarded under this Notice of Funding Opportunity (NOFO) are expected to implement medically accurate and age-appropriate interventions to prevent teen pregnancy by (1) promoting body literacy for optimal health; and (2) ensuring transparency and protection of parental rights. “Age-appropriate” content ensures the topics and themes are appropriate for the age group of the participants. All program content must be suitable for the developmental stage of the intended audience and support healthy, informed decision-making, including promoting delayed sexual initiation as a behavior associated with reduced teen pregnancy. Building on this goal, recipients are expected to incorporate sexual risk avoidance (SRA) education as a component of program delivery.



Have questions?
See [Contacts and Support](#).

Key facts

Opportunity name:
Competitive Personal Responsibility Education Program

Opportunity number:
HHS-2026-ACF-ACYF-AK-0014

Federal assistance listing:
93.092

NOFO version:
Original

Key dates

Application submission deadline: August 31, 2026

Expected project start date: September 30, 2026

See [intergovernmental review](#) for other submission processes that may apply to this NOFO.

Funding details

Type: Grant

Expected total program funding: \$7,398,951

Total expected awards: 11

Minimum award amount (award floor): \$250,000

Maximum award amount (award ceiling): \$750,000

This is full funding. We plan to fund a three-year project period with one budget period.

Table: Funding available for FY 2026 CPREP awards

State/Territory	FY 2026 Award Amounts	Floor	Ceiling
California	\$6,148,951	\$250,000	\$750,000
Florida	\$750,000	\$750,000	\$750,000
American Samoa	\$250,000	\$250,000	\$250,000
Marshall Islands	\$250,000	\$250,000	\$250,000

Awards made under this funding opportunity are subject to federal funds availability.

Eligibility

Eligible applicants

Eligibility for this opportunity is unrestricted.

Other eligibility criteria

Individuals (including sole proprietorships), federal entities, and foreign entities are not eligible to apply.

Faith-based and community organizations that meet the eligibility requirements are eligible for awards under this funding opportunity.

Locality Restrictions

Eligible applicants are limited to local organizations and entities, including faith-based organizations or consortia, with the capacity to develop and implement Competitive PREP projects in the states or territories that did not accept state's allotments of PREP funding.

Applicants located in and/or proposing to manage a project from an ineligible state cannot propose a project that serves an eligible state.

In the case of consortia applying to serve an eligible state, applications from entities that are not located in the eligible state will be disqualified.

Eligible States:

- California
- Florida
- American Samoa
- Marshall Islands

Disqualifying factors

We will review your application to make sure it meets these responsiveness requirements.

We won't consider an application that:

- Requests funding above the [award ceiling](#).
- Is submitted after the [deadline](#).
- Is from an individual (including a sole proprietorship), a federal entity, or a foreign entity.

- Is received in paper format that didn't have a previously approved exemption from ACF.
- Is received from organizations located in ineligible states or territories.
- Is located in an ineligible state but proposes a project that serves an eligible state.

Application limits

If you submit the same application more than once under this notice of funding opportunity (NOFO), we will only acknowledge the last on-time submission.

Cost sharing

This program has no cost-sharing requirement, meaning you do not need to contribute to the costs of this project.

If you choose to include cost-sharing funds, we won't consider it during review. If you receive an award, we will include your voluntary commitment in the award, and you must report on the funds. If you don't provide your promised amount, we may have to decrease your award amount or use other enforcement actions.

Post-award requirements

Before you apply, make sure you understand the requirements that come with an award.

See [Step 6: Learn What Happens After Award](#) for information on regulations that apply, reporting, and more.

Statutory authority

PREP is authorized and funded by [section 513 of the Social Security Act \(42 U.S.C. 713\)](#).

Competitive PREP is specifically authorized at [42 U.S.C. 713\(a\)\(4\)](#).

Agency priorities

Required alignment with ACF vision, mission, values, priorities, and guiding principles

The recipient of this award must implement any funds awarded under this NOFO to effectuate program goals or agency priorities in accordance with [ACF's vision, mission, values, priorities, & guiding principles](#) when authorized. Funded activities must advance ACF's vision of resilient, safe, healthy, and economically secure children, youth, families, and communities, and support ACF's mission to foster health and well-being through effective, accountable, and compassionate human services when awarded in any programs that authorize these priorities.

Consistent with ACF's values, in carrying out any project that is funded under this NOFO, the recipient is required to adhere to the following principle:

1. **Program Integrity and Fiscal Stewardship:** Administer funds in accordance with all applicable federal statutes, regulations, and award conditions; maintain strong internal controls; and prevent waste, fraud, and abuse.

The recipient is also required to adhere to the following principles when consistent with the authority and scope of the award and its activities:

2. **Evidence-Based and Outcome-Focused Practices:** Design and deliver services using evidence-based or evidence-informed approaches, establish measurable performance goals, and use data to monitor outcomes and drive continuous improvement.
3. **Partnership and Local Leadership:** Coordinate with state, tribal, territorial, local, and community partners, as appropriate, and tailor services to meet community-identified needs while respecting local decision-making authority.

In addition, in keeping with ACF's priorities, the recipient must administer any project that is awarded under this NOFO in accordance with the following objectives when consistent with the scope of the award and its activities in programs that are authorized to advance them:

4. **Family Stability and Child Well-Being:** Strengthen families, promote safe and stable home environments, and improve outcomes for children and youth through prevention-focused and developmentally appropriate services.
5. **Work, Self-Sufficiency, and Economic Mobility:** Support pathways to employment, job retention, and economic independence for individuals and

families, including through workforce development, education, and supportive services.

6. **High-Quality Early Care and Learning:** Where applicable, invest in high-quality early childhood programs that support school readiness, healthy development, and long-term success.

The recipient must demonstrate ongoing compliance with these values and priorities, in all programs that are authorized to advance them through program design, implementation, reporting, and evaluation. Failure to meaningfully align funded activities with the applicable requirements may result in corrective action, additional reporting requirements, or other enforcement actions consistent with federal grant regulations found at 2 CFR Part 200 and the terms and conditions of this award.

Program description

Program goals and objectives

The Competitive PREP program addresses the following ACF Priorities:

- [Promoting Work and Self-Sufficiency](#). The Competitive PREP NOFO aligns with the Administration for Children and Families (ACF) priority of promoting work and self-sufficiency by supporting programs that strengthen participants' job readiness, career pathways, and access to employment opportunities.

The goal of the Competitive PREP program is to prevent adolescent pregnancy, reduce the risk of STIs, including HIV/AIDS, and promote successful transition of youth to adulthood. Projects should be targeted and holistic in approach.

It is important that PREP programs place a substantial emphasis on both abstinence and contraception to prevent adolescent pregnancy and STIs.

The following are objectives of the Competitive PREP program:

- Use best practices to replicate evidence-based effective programs or substantially incorporate elements of effective programs that are proven on the basis of rigorous scientific research to change behavior, which means delaying sexual activity, increasing condom and contraceptive use for sexually active youth, or reducing pregnancy among youth.
- Implement curricula that include medically accurate and complete information and are age- and culturally appropriate.
- Include activities to educate youth who are sexually active regarding responsible sexual behavior with respect to both abstinence and the use of contraception.
- Place substantial emphasis on both abstinence and contraception for the prevention of pregnancy among youth and sexually transmitted infections.
- Promote successful and healthy transition to adulthood through implementing at least three of the [six adulthood preparation subjects](#).
- Provide prevention education to youth between the ages of 10 and 19 and/or pregnant and parenting youth under 21 years of age, who are at high risk for becoming pregnant or who have [special circumstances](#), including youth in foster care, homeless youth, youth with HIV/AIDS, and youth residing in areas with high birth rates for youth.

Projects must address all the requirements detailed in the following subsections.

Abstinence and contraceptive education

Programs must place substantial emphasis on both abstinence and contraception education to prevent pregnancy and STIs, including HIV/AIDS, among youth ([42 U.S.C. 713 \(b\)\(2\)\(A\)\(i\), 713\(b\)\(2\)\(B\)\(iv\)](#)).

Prioritizing the well-being of every young person should be the cornerstone of all programs. Projects should focus on equipping youth with the knowledge and skills necessary to make informed choices about their health, avoid risky behaviors, and maximize their potential for success.

Adulthood preparation subjects (APS)

PREP statute requires all programs to include adulthood preparation subjects (APS). The APS subjects are designed to support youth's successful transition to adulthood. Your project must address at least three of the following six APS:

- Healthy relationships, including marriage and family interactions.
- Adolescent development.
 - Examples include healthy attitudes and values about adolescent growth and development, body image, racial and ethnic diversity, and other related subjects.
- Financial literacy.
- Parent-child communication.
- Educational and career success.
 - Examples include developing skills for employment preparation, job seeking, independent living, financial self-sufficiency, and workplace productivity.
- Healthy life skills.
 - Examples include goal setting, decision-making, negotiation, communication, interpersonal skills, and stress management.

Evidence-based programs or elements of effective programs

PREP programs are required to replicate or incorporate elements of programs that have been shown to be effective in changing youths' behavior.

PREP projects must use programs or models that address content requirements while meeting the needs of your chosen populations.

You should check with program model developers to clearly identify the essential or core components of the program models you use.

When implementing models, recipients must ensure that such programs models have:

- Demonstrated effectiveness.
- Show how the selected program applies core curriculum components that have been found to be effective in delaying sexual activity until marriage, increasing condom or contraceptive use for sexually active youth, or reducing pregnancy among unmarried youth.
- Addressed your selected APS topics.

Fidelity and adaptations

To increase the likelihood that your selected program model demonstrates the desired effectiveness or behavior change, you must ensure that it is implemented with fidelity to the original, evidence-based or effective program model. When a full program model is being implemented with fidelity, adaptations to the program should be minimal. Any component you add to an evidence-based program model must be appropriately integrated into it and should not alter the core components of that program model.

Developers who distribute evidence-based program models or curricula often offer guidance on their core components and address how to ensure fidelity. They may offer checklists or other tools to assist with implementation. Programs must consult with developers to obtain prior approval for proposed adaptations.

We encourage you to work with program developers to adapt evidence-based models or elements of evidence-based models that address the unique needs of the populations that you serve.

Medically accurate; age and culturally appropriate: PREP projects must be based on medically accurate and complete information and be age and culturally appropriate.

Medically accurate and complete: Project materials must be verified or supported by the weight of research conducted in compliance with accepted scientific methods and published in peer-reviewed journals, where applicable; or comprising information that leading professional organizations and agencies with relevant expertise in the field recognize as accurate, objective, and complete.

Age appropriate: Projects must provide age-appropriate information and activities. Topics, messages, and teaching methods must be suitable to particular ages or age groups of children and adolescents, based on developing cognitive, emotional, and behavioral capacity typical for the age or age group.

Culturally appropriate: The information and activities carried out under the program are provided in the cultural context that is most appropriate for individuals in the particular population group to which they are directed.

The implementation of diversity, equity, and inclusion initiatives that prioritize services for one race, color, or national origin of youth participant over any other is not allowed unless authorized. Your program must ensure no discrimination based on race, color, or national origin of youth when accessing Competitive PREP funded services.

Referrals and connections to youth-friendly health care and other services

Connections and referrals to health care and other services should be easy for youth to access. Your program should include referrals and service documentation to youth-friendly services such as:

- Educational services (such as tuition for formal K-12 or General Education Diploma classes).
- Career development.
- Counseling services (such as substance use disorder treatment, tobacco cessation, mental health counseling, and intimate partner violence counseling).

Referrals to outside agencies or contractors must not conflict with ACF published priorities unless authorized.

All referrals made with federal funds under this award or during program activities funded under this award must be related to activities authorized under the award.

Youth with foster care experience and pregnant or parenting youth are priority populations under the PREP statute due to their elevated risk of engaging in sexual risk behaviors and experiencing unintended pregnancy.

Delivering evidence-based pregnancy prevention programming and adult preparation subjects to these populations can address risk, including gaps in knowledge, relationship skills, and future planning. As part of the statutorily required comprehensive, medically accurate education, PREP may also provide information on parenting and adoption, along with available supports, so that youth are equipped to make informed decisions consistent with their goals and circumstances.

By strengthening youths' capacity to form healthy relationships, make informed decisions, and effectively communicate within family contexts, PREP programming supports improved outcomes for both youth *and their children*. For pregnant and parenting youth in particular, these supports can enhance parenting stability and reduce risk factors associated with adverse outcomes.

Over time, these efforts contribute to interrupting intergenerational patterns of risk, including involvement in the child welfare system, by promoting stability, healthy development, and reduced rates of unintended pregnancy among populations as identified in statute.

Age-Appropriate Information and Activities

As required by the PREP authorizing legislation, all projects funded through this NOFO must provide information and activities that are age appropriate. See [42 U.S.C. 713\(b\)\(2\)\(B\)\(v\)](#). Grantees must ensure that topics, messages, and teaching methods are suitable to particular ages or age groups of children and adolescents, based on developing cognitive, emotional, and behavioral capacity typical for the age or age group. See [42 U.S.C. 713\(e\)\(1\)](#). Awards will be conditioned on a requirement that recipients ensure that all of their curricula, instructional materials, facilitator guides, participant materials, handouts, slides, videos, external links, examples, scenarios, prompts, role plays, demonstrations, activities, and other educational resources used in PREP-funded programming are age-appropriate for the specific youth population served.

Grant recipients must review their PREP-funded curricula and materials by age band before implementing their grant funded projects to ensure that all the activities and content and visuals, as well as the level of detail and teaching methods, are suitable for the intended age group. Grant recipients must submit the materials and any records documenting their review to ACF upon request.

Body Literacy

Programs funded under this NOFO are expected to provide PREP programming that promotes body literacy education that is age-appropriate for adolescents to make informed and healthy decisions that advance optimal health.

Building on this goal, recipients are expected to incorporate sexual risk avoidance (SRA) education as a component of program delivery. SRA education provides adolescents with clear, evidence-informed information about the health and social benefits of avoiding sexual activity during adolescence, and supports young people in developing the knowledge, skills, and motivation to make risk-avoidance decisions consistent with their long-term well-being. Programs should draw on SRA curricula and frameworks that provide developmentally appropriate instruction on the risks associated with adolescent sexual activity, the benefits of delay, and strategies for resisting social pressure. SRA content should complement body literacy education by reinforcing connections between sexual decision-making, hormonal health, emotional well-being, and future reproductive outcomes.

Age-appropriate body literacy should help children understand normal growth, puberty, fertility, and how the body changes over time. Future-planning instruction may also help youth consider whether and when they may want to have children and how health, education, relationships, and life goals can support informed decisions about future parenthood.

Online Safety

All programs are expected to address online safety, harms of social media, and screen time advisory toolkits.

Transparency and Protection of Parental Rights

Fostering the relationship between adolescents and their parents or caregivers is important for the prevention of adolescent health risk behaviors including sexual activity. The PREP grant recipients should ensure transparency and respect for parental rights by providing parents or guardians advance notice of program content, materials, and activities, and offer meaningful opportunity to review such materials. Recipients should also provide a clear and accessible process for parents to opt their children out of any specific content or activities, particularly those related to sexuality, that may burden their religious exercise or conflict with sincerely held beliefs. In summary, successful grantees will be expected to provide advance notice of materials to parents and guardians; offer parents and guardians a meaningful opportunity to review program content prior to their child's participation; and have in place a clear process for parents and guardians to opt their child out of content or activities. These should be implemented for funded projects that occur outside of a public-school setting.

Grantees that implement funded projects in school settings must comply with these transparency and parental obligation principles, either directly or through documented measures to ensure that the school has complied with them, as these requirements are consistent with constitutional and statutory protections for religious liberty and parental rights. In *Mahmoud v. Taylor*, 606 U.S. 522 (2025), the Supreme Court reaffirmed that the government may not condition participation in a school program on a parent's willingness to accept a burden on their religious exercise. Similarly, in *Mirabelli v. Bonta*, 607 U.S. ____ (2026), the Court recognized the importance of protecting parents' ability to direct the upbringing of their children and that the state cannot override that role in a way that causes irreparable harm.

In the context of federally funded adolescent health programming, these principles underscore that participation must remain voluntary and that parents must retain the ability to direct the upbringing and education of their children. Accordingly, funded programs should be implemented in a manner that avoids compelling participation in content that conflicts with protected beliefs and does not rely on or require ideological content inconsistent with these protections.

Enforcement

ACF may request curricula, program materials, facilitator guides, participant materials, external links, videos, lesson plans, documentation of age-appropriateness determinations, or related records at any time to determine compliance with this award condition, the PREP statutory requirements, and other applicable grant requirements.

If ACF determines that PREP-funded content is not age-appropriate for the youth population served, ACF may require the recipient to revise, remove, substitute, or age-segment the content; suspend use of specific materials; submit revised materials for review; provide additional documentation; implement facilitator training; or take other corrective action consistent with the terms and conditions of the award and applicable law. Failure to comply with these requirements may result in additional award conditions, disallowance of costs, withholding of funds, suspension or termination of the award, or other remedies available under applicable law and the terms and conditions of the award.

Age-Banded Review

ACF has adopted criteria for the agency's monitoring to enforce the statutory requirement that all PREP information and activities be age-appropriate, and those criteria are identified below as the point of reference for grant recipients when reviewing and monitoring their projects. These PREP age bands are generally consistent with developmental and educational frameworks used by CDC, WHO, UNESCO, and professional medical organizations. These PREP age divisions implement incremental, age- and developmentally appropriate instruction and recognize meaningful differences between late childhood, early adolescence, middle-to-late adolescence, and the transition to adulthood. They are as follows:

Ages 10–12 Parental Notification and Opt in

For participants ages 10–12, PREP-funded content focuses on basic health, safety, puberty, personal boundaries, healthy friendships, respectful communication, and foundational decision-making skills.

Content for this age band may include basic puberty and body-change information, body literacy, general biological concepts presented in simple and non-graphic terms, personal boundaries, bodily autonomy, consent framed as respect and permission, and high-level information about pregnancy prevention and STIs without explicit sexual detail and MUST place substantial emphasis on abstinence.

Ages 13–14 Parental Notification and Opt In or Opt Out

For participants ages 13–14, PREP-funded content may include more concrete

prevention, healthy relationships, and decision-making information, but must avoid graphic, explicit, or highly mature presentation.

Content for this age band may include puberty, biological concepts, body literacy, fertility, adolescent development, healthy relationships, respect, communication, boundaries, consent, coercion, peer pressure, help-seeking, pregnancy prevention concepts, basic contraceptive awareness where consistent with the approved curriculum and grant requirements, and basic STI/HIV prevention information.

Recipients must apply heightened review to any content for this age band that includes contraceptive information.

Ages 15–17 Parental Notification and Opt In or Opt Out

For participants ages 15–17, PREP-funded content may include more detailed pregnancy prevention, STI/HIV prevention, relationship, consent, and decision-making information when medically accurate, tied to approved program objectives, and delivered in a manner suitable for the intended age group.

Content for this age band may include pregnancy prevention, STI/HIV prevention, risk avoidance, contraceptive information where consistent with program requirements, is medically accurate and promotes informed consent, healthy and unhealthy relationship dynamics, consent, coercion, pressure, sexual violence prevention, parent-child communication, protective behaviors, refusal and negotiation skills, future family planning and decision-making related to sexual health and relationships.

Ages 18+ Consent Form

PREP-funded content may include prevention and relationship content within the youth age range, provided that the content is medically accurate, program-related, suitable for the setting, and consistent with the approved curriculum and grant requirements.

Content for this age band may include more detailed pregnancy prevention and STI/HIV prevention information, contraceptive methods where consistent with program requirements, healthy relationships, consent, coercion, partner communication, risk reduction, sexual decision-making, and future family planning.

Recipients must apply heightened review to any content for this age band that includes sexual visuals, sexual scenarios, and external links to non-vetted materials.

Cross-Cutting Requirements for All Age Groups

Regardless of age group, recipients must not use PREP-funded content that:

- Is not medically accurate and complete
- Is not connected to the approved program model or learning objective
- Uses explicit sexual content

- Include activities that require youth to simulate sexual conduct
- Uses detailed sexual scenarios or role playing
- Requires youth to disclose personal sexual experiences
- Uses shame, fear, coercion, or stigmatizing language
- Includes unvetted external links, videos, websites, or handouts
- Exposes younger youth to content intended for older adolescents
- Fails to provide appropriate facilitation, context, or safeguards
- Cannot be justified as suitable for the intended age group under the statutory age-appropriate standard
- Encourages sexual initiation or increasing sexual pleasure

All content MUST include abstinence and delay of sexual initiation.

In alignment with Medical Accuracy requirements and informed consent, any method-specific discussion of contraception must include health risks and potential side effects of any intervention, method, medication or procedure.

PREP requirements do not mandate live or simulated condom demonstrations. Any grantee proposing to conduct such a demonstration in schools must explicitly identify this intention in the advance notice of the materials to parents or guardians and offer them a meaningful opportunity to review program content prior to their child's participation. The grantee must also have in place a clear process for parents and guardians to either opt their child in or a process to opt their child out of attending the condom demonstration or program in general. Any condom demonstration activity may also be subject to additional federal review. Grantees must continue providing medically accurate, complete, and age-appropriate education on abstinence and contraception and should be prepared to submit supporting curriculum materials and justification upon request.

All curricula must align with evidenced based research regarding sex as biologically determined and defined.

Human trafficking universal education

Human trafficking is a crime involving the exploitation of a person to perform labor or a commercial sex act through the use of force, fraud, or coercion. Per [22 U.S.C. 7102\(11\)](#), the Trafficking Victims Protection Act of 2000 as amended, human trafficking (severe forms of trafficking in persons) means:

- Sex trafficking in which a commercial sex act is induced by force, fraud, or coercion, or in which the person induced to perform such act has not attained 18 years of age.

OR

- The recruitment, harboring, transportation, provision, or obtaining a person for labor or services, through the use of force, fraud, or coercion for the purpose of subjection to involuntary servitude, peonage, debt bondage, or slavery.

Recipients are strongly encouraged to provide universal education on human trafficking to all program participants. Universal education provides information, safety messages, and resource connections to all individuals, regardless of disclosure or identified risk, to mitigate risk across the population served. This approach normalizes access to support, reduces stigma, and promotes early connection to services. Program staff should offer resources regardless of whether a participant discloses trafficking, and universal education should not be used to require or elicit disclosure. This approach may use or adapt existing tools and materials, with emphasis on the quality of the interaction and the provision of resources.

Validated Screening Tools for Human Trafficking of Children and Youth^[1]

Tool identifier	In-depth	Short/Rapid	Demographic	Environment
Commercial Sexual Exploitation-Identification Tool		X	Ages 10+, sex trafficking only	Multiple settings, including child welfare and juvenile justice systems, schools, homeless youth shelters, healthcare, and mental health settings
Human Trafficking Screening Tool	X	X	Ages 18–24, sex trafficking only	Runaway and homeless youth system settings
Quick Youth Indicators for Trafficking		X	Youth who are homeless, sex trafficking and labor trafficking	Service provider setting
Rapid Appraisal for Trafficking		X	Ages 18+, sex trafficking and labor trafficking	Healthcare setting
Short Screen for Child Sex Trafficking		X	Ages 12–18, sex trafficking only	Healthcare setting

Mandatory reporting

Human trafficking of children (labor and sex trafficking) is now defined under “child abuse and neglect” in the Child Abuse Prevention and Treatment Act, Pub. L. 93-247. Therefore, if a recipient identifies potential concerns of human trafficking, the recipient is required to comply with all federal, state, tribal, and local mandated reporting requirements in the same way the recipient reports abuse and neglect within that jurisdiction (child welfare, law enforcement, etc.).

Success Sequence for Poverty Prevention

To further these statutory goals, we encourage you to incorporate promoting the Success Sequence for Poverty Prevention in your program.

The Success Sequence teaches youth the importance and benefits of achieving three core steps to ensure successful financial, physical, and emotional outcomes in adulthood.

The steps include:

1. Graduating high school.
2. Getting a full-time job.
3. Getting married before having children.

Populations served

Programs should collaborate with young people and their local communities.

Youth are defined as those who are 10 to 19 years old ([42 U.S.C. 713\(e\)\(4\)](#)), except in the case of pregnant and parenting youth, which may include youth under 21 years old.

Your project must be welcoming, non-stigmatizing, and accessible to all youth. Their participation must be voluntary.

You must provide PREP programming especially to youth who are at the highest risk for or vulnerable to pregnancies and STIs, including HIV/AIDS, or who have other special circumstances, such as:

- Youth in foster care.
- Youth experiencing homelessness.
- Youth living with HIV/AIDS.
- Pregnant and parenting youth who are under 21 years of age.
- Youth residing in areas with relatively high teen birth rates compared to all youth within the state or territory.

Your program should coordinate, communicate, and engage with community-based organizations whose mission is to reach such populations. Your program should also include staff development and training opportunities to increase knowledge of barriers such youth face and opportunities to address those barriers.

Positive youth development approach

Incorporate a positive youth development (PYD) approach that ensures a young person has a sense of self-worth, belonging and membership, safe and structured settings, closeness in interpersonal relationships, positive adult role models, skills development, and opportunities to serve others. Any PYD approach utilized, including in any project curricula, products, or resources, must not be used in a way that conflicts with the [ACF Vision, Mission, Values, Priorities, or Guiding Principles](#) unless authorized by law, including any relevant court orders.

Trauma informed care

PREP programs should consider the mental health needs of young people who have experienced maltreatment, abuse, or violence.

For youth with experiences of trauma, you should consider underlying skills, competencies, and attitudes that improve basic functioning across a range of life domains. For example, implementing effective programming that supports mental health, develops coping strategies, and increases protective factors in a youth's life, can minimize negative risk-taking behaviors and increase their capacity to thrive.

PREP performance measures

The performance measures must be Office of Management and Budget (OMB) approved, and the purpose is to monitor and provide feedback about whether recipients are implementing PREP programs as intended and to demonstrate progress toward expected objectives.

All recipients and subrecipients, including their implementation sites, are required to collect and submit information on program implementation and program outcomes through a common set of PREP performance measures twice a year. This requirement applies to any community partners that agree to host a site or recruit program participants (such as school districts or nonprofits). Recipients are responsible for making sure all subrecipients and implementation sites collect and submit the PREP performance measures.

The three categories of PREP performance measures for data collection and submission are:

- Structure, cost, and support for program implementation.
- Attendance, reach, and dosage.
- Participants' entry and exit surveys (which capture characteristics, behaviors, program experiences, and perceptions of effects).

FYSB will provide training on how to collect and submit data on performance measures.

For more information about the PREP performance measures, including definitions, survey instruments, and data collection tools, please [visit the PREP Performance Evaluation website](#).

Note: Consistent with the Paperwork Reduction Act (PRA) of 1995 ([44 U.S.C.3501-3521](#)), under this NOFO, ACF will not conduct or sponsor, and a person is not required to respond to, a collection of information covered by such Act, unless it displays a currently valid OMB control number. ACF has obtained OMB approval (OMB Control Number 0970-0139; expiration date April 30, 2029) under PRA to request and collect performance measures.

Local evaluation

Local evaluations are optional. You may choose to conduct recipient-specific program evaluations of your Competitive PREP projects. Programs' funding levels will not be affected if programs do not conduct a local evaluation. If you opt to conduct a local evaluation, it must:

- Be conducted by an independent evaluator.
- Answer important questions of interest to the program.
- Include an appropriate evaluation design.
- Meet expectations of rigor that FYSB provides through a system of technical assistance for recipients and their local evaluators.

Per FYSB's [Common Framework for Research and Evaluation](#), research must be credible, consistently implemented, applicable (beyond the grant itself), and neutral.

You may only propose one local evaluation. The research questions must drive the local evaluation, including its design, methods, data, and analyses. Examples of research topics may include the following:

- The impact of adding specific skills-based programming related to APS.
- The groups of adolescents reached (such as youth in foster care) and whether programming addresses the perceived needs of target populations.
- Determining the differential outcomes or impacts of programming that adheres to standard curricula versus programming with significant adaptations.

Among these and other FYSB-approved topics, programs may conduct descriptive and/or impact studies on PREP implementation sites. Descriptive studies include implementation studies and outcome studies. Implementation studies document how PREP programs are designed and implemented, and outcome studies examine implementation or participant outcomes. Impact studies require appropriate study

design to assess the effectiveness of programming. Programs may opt to conduct an implementation and/or impact local evaluation.

No more than 20% of the total budget can be allocated toward conducting the local evaluation. Programs should not undertake evaluative activities with PREP funds unless they adhere to overall guidance in this NOFO and best practices consistent with technical assistance from FYSB.

Any proposed local evaluation should be in addition to the planned delivery of adolescent pregnancy prevention education designed to serve youth participants and must not replace programming by the program or its providers.

Project sustainability

Recipients should collaborate with their subrecipients and partners to implement their sustainability plan to ensure that the project continues after the period of federal funding ends. Please refer to the [project sustainability plan](#) subsection of the project narrative section for detailed information on expectations.

National evaluation

FYSB is engaged in a learning agenda to increase understanding of what works and why for PREP projects. FYSB may select projects funded under this NOFO to participate in one or more national, rigorous federal evaluations. If selected, all recipients and applicable subrecipients must participate.

Federal evaluations are subject to the PRA of 1995 ([44 U.S.C. 3501-3521](#)), and FYSB will receive all approvals prior to launching any evaluations.

Funding policies and limitations

Changes in HHS regulations

As of October 1, 2025, HHS adopted [2 CFR 200](#), with some exceptions included in [2 CFR 300](#). These regulations replace those in 45 CFR 75.

General policies

- We will only make awards if this program receives funding. If Congress appropriates funds for this purpose, we will move forward with the review and award process.
- If we receive more funding for this program, we will consider:
 - Funding more applicants.

- Extending the period of performance.
- Awarding supplemental funding.
- To the extent permitted by law, including any relevant court orders, you may not use funds from this NOFO for any diversity, equity, inclusion, and accessibility (DEI and DEIA) activities. This includes:
 - DEI- or DEIA-related research.
 - Activities that discriminate or show preference based on race, color, religion, sex, national origin, or other protected traits.
 - Any efforts that promote a “discriminatory equity ideology.”
- To the extent permitted by law, including any relevant court orders, ACF will also not allow funds awarded under this NOFO to support any services or activities that inculcate or promote gender ideology.

For guidance on other types of costs that we restrict or do not allow, see General Provisions for Selected Items of Costs of the Uniform Guidance, [2 CFR part 200](#).

Program-specific limitations and policies

We do not allow the following costs under this notice of funding opportunity (NOFO):

- Purchase of real property.
- Major renovation.
- Construction.
- Pre-award costs.
- Payments for health care or related services for youth from recipients or subcontractors.
- All referrals made with Federal funds under this award or during program activities funded under this award must be related to activities authorized under the award.
- PREP programs that opt to conduct a local evaluation are allowed to set aside a maximum of 20% of their annual PREP allocation for evaluation activities.

Indirect costs

Indirect costs are those shared across multiple projects and not easily separated.

To charge indirect costs you can select one of two methods:

Method 1 — Approved rate. If you currently have an indirect cost rate approved by your cognizant federal agency, you may use that rate.

Method 2 — *De minimis* rate. If you do not have a negotiated indirect cost rate, you may elect to charge a *de minimis* rate (see [2 CFR 200.414\(f\)](#)). This rate may be up to 15% of

modified total direct costs (MTDC). See the definition of MTDC ([2 CFR 200.1](#)). You can use this rate indefinitely.

You may not charge costs included in your indirect cost pool as direct costs.

Subawards

As the prime recipient, you must maintain a substantive role in the project. This means that you conduct funded activities and provide services necessary and integral to completing the project.

Monitoring your subrecipient's activities alone as described in [2 CFR 200.332](#) is not a substantive role.

We do not fund awards where your role is primarily a conduit for passing funds to other organizations unless that arrangement is authorized by statute.

All subrecipients must have a Unique Entity Identifier (UEI) through the System for Award Management (SAM.gov).

Subrecipients must meet the [eligibility requirements](#) of this NOFO.

Salary rate limitation

The salary rate limitation in the current appropriations act applies to this program. You may not use awarded funds to pay a salary at a higher rate than the rate for Executive Level II.

For the Executive Level II salary, please see [the Office of Personnel Management information on executive and senior level employee pay](#).

The salary limitation reflects a person's base salary (including any portion of the salary that is paid with indirect costs). It does not include fringe benefits or any income the person is allowed to earn outside of the duties of the applicant organization.

This salary limitation also applies to subawards, contracts, and subcontracts under an ACF grant or cooperative agreement.



Step 2:

Get Ready to Apply

In this step

Find the application package	<u>29</u>
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Find the application package

The application package has all the forms you need to apply. You can find it at this NOFO's Grants.gov opportunity page. Then select the Package tab.

We recommend that you select the **Subscribe** button from the View Grant Opportunity page for this NOFO to get updates.

If you can't use Grants.gov to download application materials or have other technical difficulties, including issues with application submission, [contact Grants.gov](#) for assistance.

Get registered

SAM.gov

You must have an active account with SAM.gov to apply. SAM.gov registration can take several weeks. Begin that process today.

To register:

- Go to [SAM.gov Entity Registration](#) and select Get Started. From the same page, you can also select the Entity Registration Checklist for the information you will need to register.
- You must agree to the [financial assistance general certifications and representations \[PDF\]](#) specifically. Those for contracts are different.

When you register, you will also receive your required Unique Entity Identifier (UEI).

Once you register:

- You will have to maintain your registration throughout the life of any award.
- If your organization has multiple UEIs, use the one associated with your physical location.

Grants.gov

You must also have an active account with [Grants.gov](#). You can see step-by-step instructions at the Grants.gov [Quick Start Guide for Applicants](#).

Need help? See [Contacts and Support](#).

Learn more

Visit [Applying for an ACF Grant Award](#) on the ACF Grants page.



Step 3:

Build Your Application

In this step

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Application checklist

Make sure that you have everything you need to apply. You will find the forms in Grants.gov.

File one: Narratives

Use the Project Narrative Attachment form.

Component	Included in page limit?
☐ Table of contents	Yes
☐ Project summary	Yes
☐ Project narrative	Yes
☐ Line-item budget and budget narrative	Yes

File two: Attachments

Insert each in a single Other Attachments form.

Component	Included in page limit?
☐ ACF priorities alignment attestation	No
☐ Indirect cost agreement	Yes
☐ Legal proof of nonprofit status	Yes
☐ Legal proof of for-profit status	Yes
☐ Legal proof of small businesses	Yes
☐ Additional eligibility documentation	Yes
☐ Organizational capacity supporting information (including organization chart)	Yes
☐ Third-party agreements	Yes
☐ Letters of support	Yes

Standard forms

Use each required form in Grants.gov.

Component	Included in page limit?
☐ Project Abstract Summary	No
☐ Application for Federal Assistance (SF-424)	No
☐ Budget Information for Non-Construction Programs (SF-424A)	No
☐ Assurances for Non-Construction Programs (SF-424B)	No
☐ Key Contacts	No
☐ Grants.gov Lobbying form	No
☐ Disclosure of Lobbying Activities (SF-LLL)	No
☐ Project/Performance Site Location(s) (SF-P/PSL)	No

Application contents and format

You will submit two files plus the [standard forms](#) in the application package. Your organization's authorized official must certify your application.

Required format

Page limit for file one and file two combined: 115 pages

File format: Portable Document Format (PDF) is recommended, but not required. ACF supports the following file formats when you attach files to the Project Narrative Attachment form and the Other Attachments form:

Accepted file formats

- Adobe PDF (.pdf)
- Microsoft Word (.doc or .docx)
- Microsoft Excel (.xls or .xlsx)
- Microsoft PowerPoint (.ppt)
- Image formats (.JPG, .GIF, .TIFF, or .BMP only)

Document formats

Paper size: 8 ½ inches x 11 inches

Margins: 1 inch all around

Language: English

If possible, include page numbers.

Do not include external links to information you want reviewers to assess because reviewers will score the application solely on information provided in the application.

Fonts

Font: Times New Roman

Color: Black

Size: 12-point font

Footnotes and text in tables and graphics may be 10-point.

Spacing

Table of contents: Must be single-spaced

Project summary: Must be single-spaced

Project narrative: Must be double-spaced

Objectives and need for assistance: Must be double-spaced

Expected outcomes: Must be double-spaced

Approach: Must be double-spaced

Project timeline and milestones: Must be double-spaced

Program performance evaluation plan: Must be double-spaced

Organizational capacity (such as resumes, job descriptions, organizational charts):

Can be single-spaced

Logic model: Can be single-spaced

Plan for oversight of federal awards: Must be double-spaced

Project sustainability plan: Must be double-spaced

Line-item budget and budget narrative: Can be single-spaced

Attachments: Can be single-spaced

Tables and footnotes throughout: Can be single-spaced

See [disqualifying factors](#) to understand what may disqualify your application from consideration.

File one: Narratives

To submit file one, you will use the Project Narrative Attachment form found in the Grants.gov application package for this NOFO.

This file includes:

- Table of contents.
- Project summary, one page.
- Project narrative.
- Line-item budget and budget narrative.

Table of contents

At the beginning of file one, insert a table of contents that guides a reader through the contents of both files in your application. If possible, include links to the relevant content in file one.

Project summary

Provide a one-page summary of the project description. Do not cross-reference to other parts of your application. The summary must include:

- At the top, the project title, applicant name, address, phone numbers, email addresses, and any website URL.
- A brief description of the project, including the needs and population you will address, your proposed services or research questions.

Project narrative

The project narrative is where you address all your proposed activities. It is a critical section of your application, which we evaluate using [merit review criteria](#) and rank based on application scores.

Remember that substance and measurable outcomes are more important than length. We are particularly interested in project narratives that convey strategies for achieving intended performance.

In it, you must:

- Explain how the project will meet the purpose of the NOFO, as described in [the program description section](#).
- Make sure your narrative is clear, concise, and complete.
- Use cross-referencing rather than repetition.
- Be sure to include any required supporting documents noted. You generally provide these in your [attachments](#).
- Use the headings and order of the sections that follow.
- Ensure youth participation is voluntary
- Describe how you will ensure referrals and connections to other services are youth-friendly.
- Describe how your program will include referrals and other connections to youth-friendly services and how FYSB funding will not be used to pay for the services.
- Include details about the referral resources you will use, how you make referrals to other services, and how you will follow-up on and track referrals, when needed.

Purpose and need

Geographic location

Provide the precise physical location of your project and boundaries of the area you will serve. If you will include any subrecipients in your project that will serve specific geographic areas include their locations as well.

Need for assistance

Identify the problems you plan to solve. These problems could be physical, economic, social, financial, institutional, etc. To do so:

- Demonstrate the need, including the nature and scope of the problem.
- Provide, as appropriate, supporting documentation, such as letters of support and testimonials, in your attachments.
- Include any relevant data based on planning studies or needs assessments. You may refer to them in the endnotes or footnotes of your application.
- Use demographic data and participant or beneficiary information where you can.

Objectives

State your main objectives and any sub-objectives. Address how the objectives stated relate to the overall purpose of this program and describe how you will achieve the objectives.

All proposed objectives should be specific, measurable, achievable, realistic, time-framed, (**S.M.A.R.T.**), as follows:

- **Specific:** An objective specifies one major result directly related to the program goal, and states who is going to be doing what, to whom, and by how much.
- **Measurable:** An objective must describe in realistic terms the expected results and specify how such results will be measured.
- **Achievable:** The accomplishment specified in the objective must be achievable within the proposed timeline and as a direct result of the program activities.
- **Realistic:** The objective must be reasonable in nature. The specified outcomes must be described in realistic terms.
- **Time-framed:** The objective must specify a target date or time frame for its accomplishments.

Response

Approach

Outline your action plan. Describe the scope of your proposed project and describe in detail how you will accomplish it. Account for all functions or activities you identify in your application.

Explain potential obstacles and challenges to accomplishing your project goals. Explain the strategies you will use to address them.

Be sure to mention that your project will be fully functioning and serving youth within 90 days following the Notice of Award (NoA) for the grant.

Use the headings and order of sections that follow to describe your proposed project.

Further details about most sections are in the [project requirements](#) section.

Applications must address the following requirements:

- [Abstinence and contraceptive education](#)
 - Describe how the project will substantially emphasize both abstinence and contraception to prevent pregnancy and STIs, including HIV/AIDS and provide the percentage of focus for each.
- [Adulthood preparation subjects \(APS\)](#)
 - Identify at least three of the six APS that will be incorporated into the program and explain your plan to incorporate them, as addressed in the [project requirements](#).
- [Evidence-based programs or elements of effective programs](#)
 - Provide a rationale for choosing the evidence-based or effective program model proposed for implementation. Cite data that demonstrates evidence of effectiveness of the program proposed.
 - Identify the methods you will use to ensure that facilitators/educators who will deliver the program have been or will be formally trained in the program model or elements of the program model by professionals who can provide follow-up technical assistance to facilitators/educators.
- [Fidelity and adaptations](#)
 - Provide a plan for how the program model will be implemented with fidelity, including consistent fidelity monitoring of program implementation.
 - If applicable, describe any proposed adaptations and the rationale for the adaptations. Include an explanation of why the adaptations do not alter the core components of the evidence-based program model or elements of those models.

Medically accurate; age and culturally appropriate

Explain how you will ensure that all curricula, services, and materials are:

- Medically accurate and complete.
- Culturally appropriate.
- Age appropriate

Populations served

- Identify your [chosen population](#) and describe the rationale for selecting it, as well as a clear justification for the estimate of the overall number of program participants expected to participate in each year of the project. FYSB requires you include a description of the types of participants by age groups or grades, and other descriptive factors.

- You must also provide a detailed, thorough, and realistic description of the recruitment and retention plan for your chosen population. The approach described must be specific to the target population, service delivery location, and implementation setting.

Positive youth development (PYD) approach

- Describe how the project will include a PYD approach as part of the programming.

Trauma-informed care

- Describe how the project will be trauma informed.

Local and national evaluation

If you plan to conduct a local evaluation, you must describe a plan to implement the evaluation in the project period. Your plan must include the following:

- Proposed research questions.
- A plan for rigorous evaluation design.
- A plan to procure an independent evaluator (including the types of experience of the independent evaluator and proposed evaluation infrastructure).
- A plan for data collection and reporting on OMB-cleared program performance measures.
- Local evaluation plans should be clearly described with an understanding that modifications may be required after an evaluator is officially hired and/or federal government-sponsored technical assistance is provided. You must describe the use of viable methods to determine whether the project outcomes were achieved.
- You must clearly state your agreement that you and any subrecipients will participate, if selected, in the national evaluation.
- Please note, you may only propose one local evaluation. The [research questions](#) must drive the local evaluation, including its design, methods, data, and analyses.

Project timeline and milestones

Provide a timeline for your project that includes milestones. To do so:

- Organize the information by task and subtask, showing related milestones.
- Provide monthly or quarterly quantitative projections for tasks you plan to complete and by when. For example, provide the number of people you plan to serve or the number of a certain activity you plan to complete by a specific date.
- Provide target dates for activities you can't quantify.
- Cover the full period of performance in your timeline.

Logic model

You must submit a logic model for designing, managing, and evaluating the project. A logic model is a diagram that:

- Presents how inputs drive activities to produce outputs, outcomes, and the ultimate goals of the proposed project.
- Explains the links among project elements.
- Targets the identified objectives and goals of the project.

While there are many versions of logic models, for the purposes of this funding opportunity, the logic model may include the connections between:

- Inputs such as additional resources, organizational profile, collaborative partners, key staff, and budget.
- Target population, such as the individuals to be served or identified needs.
- Activities, mechanisms, and processes such as evidence-based practices, best practices, approach, key intervention and evaluation components, and continuous quality improvement efforts.
- Outputs, which include the immediate and direct results of program activities.
- Outcomes, which include the short- and long-term results you expect the project to achieve. These are typically described as changes in people or systems.
- Project goals, such as overarching objectives and reasons for proposing the project.

Impact

Project performance evaluation plan

Describe how you will evaluate your project's performance and how it will contribute to continuous quality improvement. This plan must describe:

- How you will monitor ongoing activities and progress toward the project's goals and objectives.
- The inputs, key activities, and expected outcomes of the funded activities. Inputs might include your collaborative partners, key staff, budget, service processes, or other resources.
- How you will measure the inputs, activities, and outcomes.
- How you will use the resulting information to improve your funded activities.
- Any processes that support overall data quality.
- The organizational systems and processes you will use to track performance outcomes.

- How your organization will collect and manage data in a way that allows for accurate and timely reporting of performance outcomes. This might include assigned skilled staff, data management software, and data integrity.
- Any potential obstacles to implementing the project performance evaluation and how you will address them.
- A timeline for how you will review information from the performance evaluation and apply it to your ongoing project.
- Whether the project is having the expected impacts.

Expected outcomes

Identify the outcomes you plan to achieve from the project. Outcomes should relate to the overall program as described in the [program description section](#). If research is part of the proposed work, outcomes must include hypothesized results and implications of the proposed research.

Resources and capabilities

Organizational capacity

Provide the following information for your full project team, including the applicant organization and any cooperating partners, contractors, and subrecipients:

- Provide evidence that your team has the relevant experience and expertise needed to carry out your project.
- Describe your team's experience (including any partnering organizations) with administering, developing, implementing, managing, and evaluating similar projects.
- Provide evidence that your team, including partnering organizations, has the organizational capability to fulfill their roles and functions effectively.
- You must disclose your plan to enter into subaward agreements. If planning subawards, describe the work each subrecipient will complete.
- Provide a clear and realistic description of the recruitment, retention, professional development training, and technical assistance plan for facilitators/educators throughout the project period.
- Provide a clear description of the organizational executive leadership and the existing staffing structure or a proposed staffing plan that will support full program implementation within 90 days of grant award.
- Provide evidence that your team has the organizational capability to fulfill their roles and functions effectively.
- You must disclose your plan to enter into subaward agreements. If planning subawards, describe the work each subrecipient will complete.

- You must provide a succinct plan to monitor the effective management and coordination of activities by any partners, contractors, and subcontractors, and consultants, if applicable.
- Provide some supporting information in the organizational capacity supporting information section of your [attachments](#).

Plan for oversight of federal award funds and activities

You must ensure proper award oversight. The regulation that governs this oversight is [2 CFR part 200](#). It includes standards for:

- Financial and program management.
- Property management.
- Procurement.
- Performance and financial monitoring and reporting.
- Subrecipient monitoring and management.
- Record retention and access.
- Remedies for noncompliance.
- Prior written approval.

Describe your framework to make sure that your federal funds and activities have proper oversight. Include:

- A description of the governance, policies and procedures, and systems you use for record-keeping and financial management.
- A description of the procedures you use to identify and mitigate risks and issues. These might include audit findings, continuous performance assessment findings, and monitoring.
- The key staff who will be responsible for maintaining oversight of program staff and any partners or subrecipients.

Project sustainability plan

You must propose a plan for project sustainability after the period of federal funding ends. We expect you to sustain key elements of your project. These elements can include strategies or services and interventions that have improved practices and outcomes.

- Provide an approach to project sustainability that is effective and feasible. Describe:
 - The key people and organizations whose support you will require.
 - The types of alternative support you will require to maintain the project.

- If the proposed project involves key project partners, describe how you will maintain their cooperation or collaboration after the federal funding ends.

Protection of sensitive or confidential information

Describe how you will collect and safeguard protected personally identifiable information and other information that is considered sensitive. Make sure your approach is consistent with applicable federal, state, local, and tribal laws regarding privacy and obligations of confidentiality. Provide:

- The methods and systems you will use to make sure that you properly handle confidential and sensitive information, including information from any subrecipients or contractors.
- A plan for the disposition of such information at the end of the period of performance.

For more information, see [2 CFR 200.303\(e\)](#).

Line-item budget and budget narrative

The line-item budget and budget justification support the information you provide in the Budget Information Standard Form SF-424A.

HHS now uses the definitions for [equipment](#) and [supplies](#) in [2 CFR 200.1](#). The new definitions change the threshold for equipment to the lesser of the recipient's capitalization level or \$10,000 and the threshold for supplies to below that amount.

Justify the costs you ask for and provide detail, including calculations for the “object class categories” in the Budget Information Standard Form. You will provide this information for the initial budget period only. See information on [funding periods](#).

As you develop your budget, consider:

- If the costs are necessary, reasonable, allocable, and consistent with your project's purpose and activities.
- How you calculate your costs in ways that are clear and repeatable.
- The restrictions on spending funds. See the [funding policies and limitations](#).
- Applicants should include costs in the budget for two key staff members to attend the 2.5 day Adolescent Pregnancy Prevention Annual Grantee National Training.
- Applicants proposing local evaluations must propose a budget with no more than 20% of the project costs devoted to evaluation.

Please also review the Standard Form instructions.

To create your line-item budget and justification, see [detailed budget instructions on our website](#).

In general, you must:

- Indicate the method you will use for your indirect cost rate. See the [indirect costs](#) section for further information.
- Include estimation methods, quantities, unit costs, and other similar quantitative detail necessary for the calculation to be duplicated.
- For any cost sharing, include a detailed listing of any funding sources identified in Block 18 of the SF-424 Application for Federal Assistance.
- For applicants planning to use subawards, if your subaward budget is more than 50% of total direct costs, justify why you are subawarding that portion of the project. Explain:
 - How you plan to maintain a substantive role in the project.
 - Why you cannot achieve your goals without the subrecipients' participation.

Proprietary or personally identifiable information

Clearly identify any salary or other proprietary information or personally identifiable information within your application. Identification will ensure this information is not shared with reviewers. Note on page 1 of the attachments file (file two) where the information to be redacted is located.

If you have an [exemption for a paper submission](#), you can protect salary information and any proprietary information by placing that information only in the original application. You can remove the information from the copies, keeping summary information.

File two: Attachments

To submit file two, you will use the Other Attachments form found in the Grants.gov application package for this NOFO.

This file includes all attachments.

ACF priorities alignment attestation

Note: Not included in the page limit. This should be submitted with the application or before award.

You must self-certify that you will align with the ACF priorities that are relevant to this funding opportunity, as identified in both the Program description and *Step 4*, under Merit review process, Scoring criteria, Alignment with *ACF Vision, Mission, Values, Priorities, and Guiding Principles*. You must provide the following on your organization's letterhead.

I hereby attest and certify that:

_____ (Applicant Name) affirms its commitment to supporting and advancing ACF's published Vision, Mission, Values, Priorities, and Guiding Principles of the Administration for Children and Families (ACF), consistent with applicable federal statutes, regulations, and Administration priorities.

Insert Date of Signature:

Print Name and Title of the Authorized Organization Representative (AOR):

Signature of AOR:

Indirect cost agreement

If you include indirect costs in your budget using an approved rate, include a copy of your current agreement approved by your [cognizant agency for indirect costs](#). If you use the *de minimis* rate, you do not need to submit this attachment.

See the [indirect costs](#) section for more information.

Legal proof of nonprofit status

If your organization is a nonprofit, you need to attach proof. We will accept any of the following:

- A reference to your listing in the IRS's most recent list of tax-exempt organizations.
- A copy of a current tax exemption certificate from the IRS.
- A letter from your state's tax department, attorney general, or another appropriate state official saying that your group is a nonprofit and that none of your net earnings go to private shareholders or others.
- A certified copy of your certificate of incorporation or similar document. This document must show that your group is a nonprofit.
- Any of these documents for a parent organization. Also include a statement signed by an official of the parent group that your organization is a nonprofit affiliate.

Legal proof of for-profit status

If your organization is a for-profit, including a small business, you need to attach proof.

Include documentation establishing your organization's power to enter into contractual relationships or accept awards. This might include your articles of incorporation or bylaws.

Legal proof of small businesses

In addition to the proof that your organization is for-profit required in the previous section, small businesses must submit a certification signed by the chief executive officer or designee that states that the entity qualifies as a small business under [13 CFR 121.101-121.201](#).

Additional eligibility documentation

Organizational capacity supporting information

You must attach the following information to support the information in your [organizational capacity](#) section:

- Organizational charts, including all partners.
- Resumes, biographical sketches, or curricula vitae for all key personnel.
- Job descriptions for each vacant key position.
- List of your board of directors.
- Copy or description of your organization's fiscal control and accountability procedures.
- Evidence that your organization, and any partnering organizations, have relevant experience and expertise with administration, development, implementation, management, and evaluation of programs similar to that offered under this funding opportunity.

Third-party agreements

You must submit agreements with all third parties involved in the project. Third parties include subrecipients, contractors, and other cooperating entities. Third-party agreements include letters of commitment, memoranda of understanding, and memoranda of agreement. We do not consider general letters of support to be third-party agreements.

Any such agreement must:

- Describe each party's roles and responsibilities for project activities.
- Describe the support and resources that the third party is committing to the proposed project.
- Be signed by the person in the third-party organization with the authority to make such commitments.
- Detail work schedules and estimated compensation with an understanding that the parties will negotiate a final agreement after award.

- Identify the primary applicant and all collaborators responsible for project activities if the agreement is for a collaboration or consortia application.

Letters of support

Attach statements from community, public, or commercial leaders that support your project. At minimum, each letter of support must identify the person writing the letter, the organization they represent, the date, and their reasons for supporting the project.

Standard forms

You will need to complete some other required standard forms other than those in files one and two. You can find them in the NOFO [application package](#) or review them and their instructions at [Grants.gov Forms](#).

Forms	Submission requirement
Project Abstract Summary	With the application.
Application for Federal Assistance (SF-424)	With the application.
Budget Information for Non-Construction Programs (SF-424A)	With the application.
Assurances for Non-Construction Programs (SF-424B)	With the application.
Key Contacts	With the application.
Grants.gov Lobbying form	With the application or before award.
Disclosure of Lobbying Activities (SF-LLL)	If applicable based on instructions, with the application or before award.
Project/Performance Site Location(s) (SF-P/PSL)	With the application. Cite your primary location and up to 29 additional performance sites.

Important: Public information

When filling out your SF-424 form, pay attention to Box 15: Descriptive Title of Applicant's Project.

We share what you put there with [USAspending](#). This is where the public goes to learn how the federal government spends taxpayer money.

Instead of just a title, insert a short description of your project and what it will do.

[See instructions and examples \[PDF\]](#).



Step 4:

Learn About Review and Award

In this step

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Application review

Initial review

We will review your application to make sure that it meets the responsiveness requirements listed in the [disqualification factors section](#). If your application does not meet these criteria, we will disqualify it and we will not move it to the merit review (scoring) phase.

We will let you know if your application is disqualified within 30 days of the application deadline. You won't receive any notice from ACF if your application failed Grants.gov validation checks.

If you submit more than two files in addition to your forms, we will remove the extra files. We will let you know if this happens.

We will also remove blurred or illegible pages and any file formats that are not supported.

We will not review any pages that exceed the page limit.

If your application fails to adhere to ACF's NOFO formatting, font, and page limitation requirements, we will adjust your application by removing page(s) from the application. We will remove the pages before the merit review and will not send them to reviewers.

If we do so, we will send you a letter after we make awards to notify you that we amended your application.

Merit review process

A panel reviews all applications that pass the initial review. The panel members use the criteria shown in each section of the project narrative and in the line-item budget and budget narrative section.

Our reviewers typically are not federal employees. See the section on [proprietary and personally identifiable information](#).

Criteria summary

Criterion	Total number of points = 110
1. Purpose and need	20 points
2. Response	47 points
3. Impact	6 points
4. Resources and capabilities	22 points
5. Line-Item budget and budget narrative	5 points
6. ACF priority alignment	10 points

Scoring criteria

Purpose and need

Maximum points: 20

The reviewer will assess:

1. The extent to which you do the following:
 - a. Clearly define the geographic area(s) to be served by your project. **(0 to 1 point)**
 - b. Explain why you chose those areas. **(0 to 1 point)**
 - c. List data to support the selection of your chosen area(s). **(0 to 2 points)**
2. The extent to which you do the following:
 - a. Clearly describe a compelling need for the proposed project, including the nature and scope of the problem (can include Youth Risk Behavior Survey data or other relevant data). **(0 to 1 point)**
 - b. Document relevant data, including teen birth data and STI rates. **(0 to 1 point)**
3. The extent to which you demonstrate a thorough understanding of your chosen population's needs and justify the number of participants you will serve. **(0 to 3 points)**
4. The extent to which your plan illustrates the following:
 - a. Number of youth served. **(0 to 1 point)**
 - b. Age groups or grades. **(0 to 1 point)**
 - c. Other descriptive factors, as applicable. **(0 to 1 point)**

5. Clearly and thoroughly describe the objectives, sub-objectives, and outcomes of the project, reflecting the overall goal and objectives of the Competitive PREP program. **(0 to 8 points)**

Response

Maximum points: 47

The reviewer will assess how well:

1. You describe in detail how you will ensure that:
 - a. All project materials are medically accurate and complete. **(0 to 1 point)**
 - b. Your project: **(0 to 4 points)**
 - Provides age-appropriate and complete information and activities and cites a data informed approach to specific age groups within the location to be served.
 - Is culturally appropriate to youth served.
 - Addresses the needs of youth served.
 - Serves youth from different communities, backgrounds, and experiences.
 - c. Your project provides voluntary education and services. **(0 to 1 point)**
 - d. The process for reviewing curricula, materials, visuals, activities, external resources, and teaching methods by each age band you intend to serve and how it aligns with [age-banding](#) criteria. **(0 to 2 points)**
 - e. The project will provide age-appropriate [body literacy](#) education addressing normal growth, puberty, fertility, and changes in the body over time, and how that instruction supports informed decision-making, optimal health, delayed sexual initiation, and future planning. **(0 to 2 points)**
2. You describe a clear and detailed:
 - a. Plan to implement an evidence-based approach integrating research findings with practical implementation that aligns with the needs and desired outcomes for the intended audience. **(0 to 2 points)**
 - b. Description of the curricula or program modules and types of interventions and activities that will be conducted and how they align with the PREP program requirements. **(0 to 3 points)**
 - c. Rationale for choosing the selected curriculum that includes data demonstrating that the selected program model is effective in youth behavior change. **(0 to 2 points)**
 - d. Description of the process and tools that you will use to monitor program fidelity, and, if adaptations are planned, provide a clear rationale for the

proposed adaptations. **(0 to 2 points)**

See the [project requirements for fidelity and adaptations](#).

- e. Demonstration that the proposed project places substantial emphasis on both abstinence and contraception for the prevention of pregnancy and STIs, including HIV and provide the percentage of focus for each. **(0 to 2 points)**

See the [project requirements for evidence-based programs or elements of effective programs](#).

- f. If your plan includes a condom demonstration, clearly identify the age group and setting, explain how the activity is medically accurate, age appropriate and connected to the approved curriculum or learning objective, and describe the applicable advance parental notice opportunity to review materials, and the opt-in or opt-out process. If no condom demonstration is proposed, clearly state that none will be conducted. **(0 to 2 points)**

3. You do the following:

- a. Select and clearly identify a rationale for the selection of at least three APS. **(0 to 3 points)**
- b. Provide a plan to incorporate APS in the proposed program. **(0 to 2 points)**
See the [project requirements for adulthood preparation subjects](#).

4. You do the following:

- a. Demonstrate ways in which you plan to incorporate meaningful youth engagement. **(0 to 2 points)**
- b. Demonstrate how your project incorporates evidence-based screening and referral practices to identify and address indicators of child abuse, neglect, or sexual molestation among youth. **(0 to 2 points)**
See the [project requirements for positive youth development approach and trauma-informed care](#).

5. You include a clear and detailed description of:

- a. How you will coordinate, communicate, and engage with community-based organizations. **(0 to 2 points)**

6. You do the following:

- a. Clearly describe a thorough and realistic description of how your project will include referrals to youth-friendly services. **(0 to 1 point)**
- b. Describe how you will use existing partnerships and form new ones to identify referrals and linkages. **(0 to 1 point)**
- c. Clearly describe how referrals will be made to other services. **(0 to 1 point)**
- d. Provide details on how you will follow up on and track referrals, when appropriate. **(0 to 1 point)**

7. You describe a clear, detailed process with a timeline for conducting all your proposed activities identified in your application, including the following:
 - a. Major milestones. **(0 to 2 points)**
 - b. Target dates. **(0 to 1 point)**
8. You include a well-defined logic model that shows how your project activities and outputs lead to your intended outcomes. **(0 to 2 points)**
9. You demonstrate a well-written plan for sustainability that details how the proposed project will create self-sufficiency to ensure that it will continue after federal assistance has ended, as described in the [project sustainability plan](#) section. **(0 to 2 points)**
10. If you are proposing to conduct an optional local evaluation, the plan is detailed and realistic considering the short project period. You include a description of proposed research questions, the rigorous evaluation design, and how an independent evaluator will be procured, including the types of experience of the independent evaluator and proposed evaluation infrastructure. If you are not proposing a local evaluation, you must explicitly state that. **(0 to 1 point)**
11. You clearly state your agreement that your organization and any subrecipients will participate in the national evaluation, if selected by FYSB. **(0 to 1 point)**

Impact

Maximum points: 6

The reviewer will assess how well you:

1. Clearly describe a plan to collect and submit all OMB-approved PREP performance measures to FYSB. **(0 to 2 points)**
2. Clearly describe the methods you will apply to utilize the performance measures for program monitoring. [See the project performance evaluation plan.](#) **(0 to 2 points)**
3. Clearly describe how the data collected will be used to engage in continuous quality improvement of the PREP program. **(0 to 2 points)**

Resources and capabilities

Maximum points: 22

The reviewer will assess how well you:

1. Clearly describe relevant experience and expertise of the organization and any partner organizations in providing education to youth on abstinence and contraception for the prevention of pregnancy, STIs, or HIV and provide the percentage of focus for each. **(0 to 4 points)**

2. Provide a description of the organizational executive leadership and staffing structure that will support full program implementation within 90 days of award. **(0 to 3 points)**
3. Demonstrate the proposed project director and key project staff have sufficient relevant knowledge, experience, and capabilities to implement and manage a PREP project effectively. **(0 to 4 points)**
4. Include a complete organizational chart and a Board of Directors or governance structure list that shows that the organization has the capacity to successfully manage a PREP project. **(0 to 2 points)**
5. Describe the role, responsibilities, and time commitments for each proposed project staff position, including partners, consultants, and/or subrecipients. **(0 to 4 points)**
6. Describe how you will manage and coordinate activities by any partners, subcontractors, contractors, subrecipients, and consultants, and you include a letter of commitment or MOU for each partner. **(0 to 2 points)**
7. Describe how your fiscal and accounting procedures will guarantee accurate use, proper and timely disbursement, and accurate accounting of federal funds received under this NOFO. **(0 to 3 points)**

Line-Item budget and budget narrative

Maximum points: 5

The reviewer will assess how well you:

1. Include a proposed line-item budget and a budget narrative that are feasible, reasonable, and aligned with the requirements of the NOFO. Ensure that no more than 20% of the budget is allocated to conducting a local evaluation, if you choose to implement this optional activity. **(0 to 2 points)**
2. Include a detailed budget justification of project costs and demonstrate how cost estimates were derived. Your calculations include estimation of methods, quantities, and unit costs. **(0 to 2 points)**
3. Identify costs in the budget to support attendance at the APP Program Grantee Conference and a minimum of one of two topical training sessions. **(0 to 1 point)**

Alignment with ACF vision, mission, values, priorities, and guiding principles (Up to 10 points)

ACF's published Vision, Mission, Values, Priorities, and Guiding Principles inform programmatic and administrative expectations under this funding opportunity.

Applicants must demonstrate alignment by describing how the proposed project advances relevant ACF priorities through program design and evaluation. Applicants should clearly identify which ACF priorities are relevant and explain how those

priorities are reflected in the proposed approach. Applicants are encouraged to provide examples of prior experiences that can show alignment efforts that have already been achieved. Examples should describe strategies used, measurable results (if available), and lessons learned.

Applicants are strongly encouraged to organize their response using the three criteria below.

Reviewers will assess the extent to which the application demonstrates clear, specific, and measurable connections between ACF priorities and the proposed project. Scores will reflect the strength, clarity, and specificity of those connections.

Scoring considerations for the next three criteria:

- **High-scoring applications** will demonstrate clear understanding, intentional integration, and measurable alignment with ACF priorities across all three criteria.
- **Moderate-scoring applications** may reference ACF priorities but provide limited specificity, uneven integration, or minimal connection to measurable outcomes.
- **Low-scoring applications** will show minimal or unclear understanding of ACF priorities and lack meaningful connection to program design or performance.

1. Demonstrated Review and Understanding (Up to 2 Points)

The extent to which the applicant demonstrates that it has reviewed ACF's Vision, Mission, Values, Priorities, and Guiding Principles and explains their relevance to the proposed project.

Reviewers will look for:

- Identification of specific ACF priorities (not general or vague references)
- A clear explanation of how those priorities relate to the proposed project

2. Operationalization in Program Design and Implementation (Up to 3 Points)

The degree to which the following one or more ACF priorities are translated into specific elements of the proposed project:

- **Promoting work and self-sufficiency.**

Reviewers will assess if the applicant:

- Connects identified ACF priorities to program design, service delivery, and implementation
- Demonstrates how priorities influence partnerships, staffing, or key program decisions
- Provides clear, actionable examples of how alignment will be carried out in practice

3. Integration into Performance and Continuous Improvement (Up to 5 Points)

The extent to which the following one or more ACF priorities are reflected in measurable outcomes and ongoing program improvement:

- **Promoting work and self-sufficiency.**

Reviewers will assess the extent to which the application:

- Aligns performance measures and expected outcomes with identified priorities
- Includes evaluation methods or performance indicators that reflect those priorities
- Describes how data will be used for continuous quality improvement
- We do not consider voluntary cost sharing during merit review.

Risk review

Before making an award, we review the risk that you will mismanage federal funds or fail to complete the project objectives. We need to make sure you've handled any past federal awards well and demonstrated sound business practices.

We use [SAM.gov](#) Responsibility/Qualification and Exclusions to check this history for all awards likely to be over \$250,000.

If we find a significant risk, we may choose not to fund your application or to place specific conditions on the award.

For more details, see [2 CFR 200.206](#).

Selection process

When making funding decisions, we consider:

- Merit review and scoring results, including the ten points for Alignment with *ACF Vision, Mission, Values, Priorities, and Guiding Principles* to the extent permitted by law. These are key in making decisions but are not the only factor.
- Organizations serving emerging, unserved, or underserved populations.
- The larger portfolio of agency-funded projects by considering geographic distribution.
- The past performance of the applicant.
- The application's compliance with this NOFO's prohibition on using funds awarded under this NOFO to support [DEI and DEIA activities](#), to the extent permitted by law, including any relevant court orders.
- Funding Preference for Alignment with Agency Priorities. Before final funding decisions are made, division leadership will review awards for consistency with applicable laws and alignment with [agency priorities](#).

We may:

- Fund applications in whole or in part.
- Fund applications at a lower amount than requested.
- Decide not to allow a prime recipient to subaward if they may not be able to monitor and manage subrecipients properly.
- Decide not to fund a project with high start-up costs or unreasonably high operating costs.
- Choose not to fund applicants with management or financial problems.

- Designate your application as “approved but unfunded” if it was successful but there was not sufficient funding to make an award. You may receive funding if additional funds become available within the fiscal year.
- Choose to fund no applications under this NOFO.

We will not fund:

- A [disqualified application](#).
- An incomplete application.

Award notices

If you are successful, we will email or transmit through our grant systems a Notice of Award (NoA) to your authorized official. We will email you if your application is disqualified or unsuccessful.

The NoA is the only official award document. The NoA tells you about the amount of the award, important dates, and the terms and conditions you need to follow. Until you receive the NoA, you have not received an award. Project costs that you incur before you receive a NoA are at your risk.

By drawing down funds, you accept the terms and conditions of the award. The award incorporates the requirements of the program and funding authorities, the grant regulations, the GPS, and the NOFO.

If you want to know more about NoA contents, go to [Notice of Award at ACF's website](#).



Step 5:

Submit Your Application

In this step

Application submission and deadlines

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Application submission and deadlines

Application

Deadline

Due on Monday, August 31, 2026.

- For electronic submissions, the due time is 11:59 p.m. ET.
- If you receive an exemption from electronic submission, the due time is 4:30 p.m. ET. See the section on [exemptions for paper submissions](#).

Grants.gov creates a date and time record when it receives the application. If you submit the same application more than once, we will accept only the last on-time submission.

The grants management officer may extend an application due date based on emergency situations such as documented natural disasters or a verifiable widespread disruption of electric or mail service.

Grants.gov submission

You must submit your application through Grants.gov unless we give you an exemption for a paper submission. See information on [getting registered](#).

For instructions on how to submit in Grants.gov, see the [Quick Start Guide for Applicants](#).

Make sure your application passes the Grants.gov validation checks. Do not encrypt, zip, or password protect any files. We encourage you to leave yourself plenty of time to upload documents.

See [Contacts and Support](#) if you need help.

Issues with federal systems

If you experience a systems issue with Grants.gov or SAM.gov, please refer to [ACF's Policy for Applicants Experiencing Federal Systems Issues \[PDF\]](#).

Exemptions for paper submissions

We need to give you an exemption before you can apply on paper. See the [ACF Policy for Requesting an Exemption from Required Electronic Application Submission \[PDF\]](#).

Once we have approved your exemption, download your forms package under the Package tab in Grants.gov.

To submit your application, mail it to:

Latanya Bispham-Robinson

Administration for Children and Families

FYSB Grant Operation Center

Attn: CPREP NOFO HHS-2026-ACF-ACYF-AK-0014

1401 Mercantile Lane, Suite 401

Largo, MD 20774

Follow these requirements when you submit your paper application:

- Print your application and all copies one-sided.
- Submit one original and two copies of the complete application, including all required forms.
- Submit both the original and additional copies in a single package. If you plan to submit more than one application under this NOFO or others, you must submit them separately. Clearly label each package with the NOFO title and funding opportunity number.
- Your authorized organization official must sign the application. The original application must include an original signature.

Intergovernmental review

[Executive Order 12372, Intergovernmental Review of Federal Programs](#) does not apply to this NOFO. You do not need to take any action.



Step 6:

Learn What Happens After Award

In this step

Post-award requirements and administration [63](#)

Post-award requirements and administration

Administrative and national policy requirements

There are important rules you'll need to follow if you get an award. You must follow:

- All terms and conditions in the Notice of Award, including the [ACF Standard Terms and Conditions](#) and, if applicable, any program-specific terms and conditions. We incorporate this NOFO by reference.
- The rules listed in [2 CFR 200](#), Uniform Administrative Requirements, Cost Principles, and Audit Requirements, effective October 1, 2025. These replace those in 45 CFR 75, with some exceptions in [2 CFR 300](#).
- The [HHS Grants Policy Statement](#), Appendix D: HHS Administrative and National Policy Requirements. This document has terms and conditions tied to your award. If there are any exceptions to the GPS, they'll be listed in your Notice of Award.
- All federal statutes and regulations relevant to federal financial assistance, including those highlighted in the [HHS Administrative and National Policy Requirements](#) and the [ACF Administrative and National Policy Requirements](#).
- [45 CFR Part 87 Appendix B, Equal Treatment for Faith-Based Organizations](#). This appendix explains the obligations of and protections for faith-based organizations applying for grants.
- Applicable program statute ([42 U.S.C. 713](#)) and regulations at 45 CFR part 75, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for HHS Awards in effect at the time of award and any updates.

You must also:

- Have the project fully functioning and serving youth within 90 days following the NoA for the grant.
- Have professionals who can provide follow-up technical assistance and formally train facilitators/educators in the program model or elements of the program.
- Budget the costs of sending two key staff persons to attend the 2.5-day Adolescent Pregnancy Prevention (APP) Grantee National Training in each project year of the grant.
- Budget the costs of sending a minimum of two staff persons to attend at least one of two topical training sessions offered during the 3-year project period.

- Participate in a new recipient orientation webinar held shortly after the official award date.
- Collect and report biannually on all OMB-approved federal PREP performance measures (prime recipient, partners, and subrecipients), OMB Control Number: 0970-0497.
- Agree to participate in the national evaluation, if selected.
- For those conducting local evaluations, participate in training and technical assistance provided by the government and follow related guidance provided by FYSB.
- Participate in a medical accuracy review of selected curricula sponsored by FYSB.
- Meet with the technical assistance contractor at least once during the 3-year project period.
- All funded grantees and subgrantees are encouraged to use the national E-Verify system operated by the U.S. Department of Homeland Security, in partnership with the Social Security Administration, to ensure their employees are American citizens or are eligible to work in the United States.

Reporting

As a recipient, you will have to submit performance and financial reports. To learn more about reporting, see [Reporting at the ACF website](#).

- Performance report form: **ACF-OGM-PPR**
 - Performance report frequency: Semiannually
- Financial report form: **SF-425 FFR**
 - Financial report frequency: Semiannually



Contacts and Support

In this step

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Agency contacts

Program

Latanya Bispham-Robinson

fysb.nofo.cprep@acf.hhs.gov

(202) 401-5401

Grants management

David Lee

David.Lee@acf.hhs.gov

(202) 401-5461

Help with systems

Grants.gov

Grants.gov provides 24/7 support. Hold on to your ticket number.

- Phone: 1-800-518-4726
- Email: support@grants.gov

SAM.gov

If you need help, you can:

- Call 866-606-8220.
- Live chat with the [Federal Service Desk](#).

Reference websites and resources

- [U.S. Department of Health and Human Services \(HHS\)](#)
- [Administration for Children and Families \(ACF\)](#)
- [Grants.gov](#)
- [Applying for an ACF Grant Award](#)
- [Grants.gov Accessibility Information](#)
- [Code of Federal Regulations \(CFR\)](#)
- [United States Code \(U.S.C.\)](#)
- [ACF Property Guidance](#)

Education and outreach

The following resources provide human trafficking prevention education and support.

- [Look Beneath the Surface Campaign](#): Downloadable and printable outreach materials that help individuals who are at risk of or experiencing human trafficking recognize trafficking schemes and access support.
- [SOAR Online](#): Free, self-paced online training courses that can be completed on demand.
- [Office on Trafficking in Persons Resource Library](#): A searchable collection of anti-trafficking resources and materials, including outreach materials, toolkits, fact sheets, policy and guidance documents, and training tools that support prevention, awareness, identification, and access to services.

Paperwork Reduction Act disclaimer

As required by the Paperwork Reduction Act, 44 U.S.C. 3501-3521, the public reporting burden for the project description (project narrative, line-item budget, and justification) is estimated to average 60 hours per response, including the time for reviewing instructions, gathering, and maintaining the data needed, and reviewing the collection information.

The project description information collection is approved under OMB control number 0970-0139, which expires April 30, 2029. An agency may not conduct or sponsor, and a person is not required to respond to a collection of information unless it displays a currently valid OMB control number.

Endnotes

1. National Advisory Committee on the Sex Trafficking of Children and Youth in the United States, Best Practices and Recommendations for States, (2020), www.acf.hhs.gov/sites/default/files/documents/otip/nac_report_2020.pdf ↑